



History Curriculum at Richard Durning's Endowed Primary School

Topic: World War 2	Key Question: How did World War 2 change Britain?	Year Group and Term: Y4/5/6 Autumn Term Cycle A
<p>National Curriculum Links: Hi2/2.2: study an aspect or theme of British History that extends their chronological knowledge beyond 1066: e.g. A significant turning point in British History for instance WW2</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • How did WW2 change British history? • What happened in WW2? • What achievements were caused by events of WW2? • Who was key figures through WW2? 		
<p style="text-align: center;">Core Learning – Sticky Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> • When and why WW2 began and ended. • How society was affected by WW2 e.g. evacuation, rationing, the blitz, the role of women <ul style="list-style-type: none"> • The main leaders in WW2 (allied and axis powers). • The impact of WW2 on Britain 		<p style="text-align: center;">Enrichment: Links and Trips/Visitors Western approaches, Liverpool Museum of Lancashire (WW2 theme day) Stockport Air Raid Shelters Imperial War museum North – artefact loan box</p>
Core Vocabulary		
<p style="text-align: center;">LKS2</p> <p><u>Disciplinary knowledge:</u> Chronology; Primary and secondary sources of evidence; Cause and consequence; Continuity and change; Historical significance</p> <p>timeline, AD/BC, decades, centuries, date, time period, era, concurrent, chronological order, artefacts, archaeology, compare/contrast, question, research, investigate, change, influence, connections and contrasts, achievements, similarities and differences, make links; legacy</p> <p style="text-align: center;"><u>Substantive knowledge</u></p>	<p style="text-align: center;">UKS2</p> <p><u>Disciplinary knowledge:</u> Chronology; Primary and secondary sources of evidence; Cause and consequence; Continuity and change; Historical significance</p> <p>timeline, decades, centuries, date, time period, era, concurrent, chronology artefacts, archaeology, past, evidence, hypotheses, bias, analyse, justify, significance, evaluate, accuracy, interpret, change, influence, connections, contrasts and trends, achievements, examine, similarities and differences, identify, explain, achievements, legacy, evaluate, impact</p> <p style="text-align: center;"><u>Substantive knowledge</u></p>	

WW2 specific vocab: invade, allied powers, axis powers, Nazi party, propaganda, evacuee, black out, rationing, air raid shelters		WW2 specific vocab: invade, allied powers, axis powers, Nazi party, propaganda, evacuee, black out, rationing, air raid shelters, holocaust	
Golden Threads to weave knowledge and make connections over time			
Society How were people affected by the war? Evacuation Rationing Air raid shelters/ Blackout Role of women Battle of Britain		Legacy The impact of WW2 on Britain – how it has helped shaped the country we have today.	
Leadership The main leaders of the war e.g allied and axis powers			
Knowledge, Skills and Understanding			
Chronological Understanding		Knowledge and Interpretation	
Historical Enquiry			
Y4	<ul style="list-style-type: none"> To increasingly recognise that the past can be divided into different periods of time. To place periods of history on a timeline showing periods of time within British history. Noting key British time periods that they have previously studied. To use mathematical skills to round up time differences into centuries and decades. 	Y4	<ul style="list-style-type: none"> To give more than one reasons to support a historical argument. To identify key features and events of the time studied. To explain how events from the past have shaped our lives. To begin to appreciate why Britain would have been an important country to invade and conquer. To identify and describe historically significant people/events.
Y5	<ul style="list-style-type: none"> To use dates and historical language within their work. To place features of historical events and people from the past societies and periods in a chronological timeline both within a topic and the broader picture e.g. where does WW2 sit within British and world 	Y5	<ul style="list-style-type: none"> To offer reasons for different versions of events. To make comparisons between periods explaining things that have changed and things that have stayed the same.
		Y4	<ul style="list-style-type: none"> To ask a variety of questions. To begin to identify primary and secondary sources. To appreciate how historical artefacts have helped us understand more about lives in the past (ration cards, gas masks etc) To compare different versions of the same story.
		Y5	<ul style="list-style-type: none"> To identify primary and secondary sources. To ask a variety of questions and independently find the answers to them. To begin to evaluate the usefulness of different sources.

<p>history? (Noting key British and world events on the timeline that they have previously studied) Can the children produce timelines which outline the chronological events of WW2?</p> <ul style="list-style-type: none"> • To use mathematical skills to work out time scales and differences as needs be. 	<ul style="list-style-type: none"> • To explain the cause and consequence of events from the past e.g. how the war affected people living in Britain. • To summarise what Britain may have learnt from other countries or civilisations. • To explain the significance of historical people and events in WW2. How did WW2 shape Britain as we know it today? • Can children name the significant world leaders involved in WW2 and state if they were an axis or allied power? 	<ul style="list-style-type: none"> • To research two versions of an event and see how they differ (compare and contrast).
<p>Y6</p> <ul style="list-style-type: none"> • To use dates and historical language within their work. • To understand chronology and sequence British, local and world history using appropriate terms related to the passing of time both within a topic and the broader picture e.g. Can the children produce timelines which outline the chronological events of WW2? • To say where a period of history fits on a timeline. • To place a specific event on a timeline by decade. 	<p>Y6</p> <ul style="list-style-type: none"> • To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • To identify and explain their understanding of propaganda. • To describe and make links between historical events/situations/periods and explain what has changed and what remains the same. • Describe and give reasons for results of historical events e.g. how WW2 helped shaped Britain as we know it today. How did war affect the people of Britain? • To explain the significance of historical people and events in WW2.Can the children name the significant world 	<p>Y6</p> <ul style="list-style-type: none"> • To ask a variety of questions and independently find the answers to them. • To describe a key event from Britain’s past using a range of evidence from different sources. (e.g. Battle of Britain, the Blitz) • To compare and contrast a range of historical sources to describe a key event.

	leaders involved in WW2 and state if they were an axis or allied power?	
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